

# **ANNOUNCEMENT OF APPLICATION AVAILABILITY FOR MONTANA SUPPLEMENTAL EDUCATIONAL SERVICES PROVIDERS**

**Pursuant to the Federal No Child Left Behind Act of 2001  
Section 1116(e) (1)**

**Issued by:**

**Denise Juneau, Superintendent  
Montana Office of Public Instruction  
[opi.mt.gov](http://opi.mt.gov)**



**Proposals may be submitted to the Montana Office of Public Instruction (OPI)  
from May 1, 2013, through May 31, 2013.**

**Applications received after 5:00 p.m. on May 31, 2013, will not be accepted.**

**Mail applications to:  
Montana Office of Public Instruction  
Attention: Shawna Pieske  
PO Box 202501  
Helena, MT 59620-2501**

**No faxed submissions will be accepted.**

**For more information contact:  
Shawna Pieske  
(406) 444-5660  
E-mail: [spieske@mt.gov](mailto:spieske@mt.gov)**

## BACKGROUND

As part of the federal No Child Left Behind Act (NCLB) of 2001, any school that is in its second year of School Improvement, Corrective Action, or Restructuring shall arrange for the provision of supplemental educational services to eligible children in the school from a provider with a demonstrated record of effectiveness or a high probability of success, that is selected by the parents in cooperation with the school district of residence and approved for that purpose by the state educational agency [Section 1116 (e)(1)]. For the current school year, the schools that meet these criteria will be those shown on the list accompanying this announcement. If a school in the first year of improvement cannot provide public school choice because there is no other school within the district at that grade level, supplemental services must be provided if an approved provider exists (or services may be provided by the district). This list will also be posted on the Office of Public Instruction (OPI) Web site, Title I page, at: [http://opi.mt.gov/Programs/TitlePrgrms/TitleIA/TitleIA.html#gpm1\\_3](http://opi.mt.gov/Programs/TitlePrgrms/TitleIA/TitleIA.html#gpm1_3)

## PURPOSE

This application is issued to select the providers of supplemental services that will be included on the Approved Supplemental Services Providers (ASSP) list. This is not a competitive grant in that as many providers can be included in the ASSP list as meet the criteria specified below. The list will be maintained by the Montana Office of Public Instruction (OPI) and will indicate which of the approved providers offer supplemental services in each school district.

The NCLB Act requires that the state promote maximum participation by providers to ensure, to the extent practicable, that parents have as many choices as possible. The state-approved list will be updated as new providers are approved. There will be ongoing opportunity for new providers to demonstrate that their organization meets the requirements. Providers of supplemental services can be removed from the list annually subject to the conditions specified below.

It is expected that instruction will be primarily in the areas of reading and math in order to help students achieve Montana's standards, as demonstrated by improved test scores on the Montana Comprehensive Assessment System (MontCAS). Adequate Yearly Progress (AYP) is calculated for both reading and math in all public schools.

## ELIGIBILITY REQUIREMENTS

To be included on the approved list of supplemental services providers, applicants must meet the following criteria:

- Have a demonstrated record of effectiveness or have a high probability of increasing student academic achievement.
- Provide supplemental educational services that are consistent with state academic standards.
  - The Montana Content and Performance Standards are available on the OPI Web site: Montana Content Standards, [http://opi.mt.gov/Curriculum/CSI/index.html#gpm=1\\_2](http://opi.mt.gov/Curriculum/CSI/index.html#gpm=1_2). Provide instruction that is high quality, research based, and specifically designed to increase academic achievement of eligible children on state assessments and attain proficiency in meeting the state's academic achievement standards.
- Provide letters of reference to parents and schools.
- Be financially sound.
- Provide instruction in addition to what is provided during the school day and at times other than the regular school day.

- Provide instruction that is secular, neutral and nonideological.
- Meet all applicable federal, state and local health, safety and civil rights laws.
- Employ at least one person who holds a valid Montana Educator License to directly supervise or provide services to students.
- (Montana has a process of reciprocity for individuals with licensure in another states. Please check the OPI Web site under Educator Licensure for details.) Tutors may be employed who do not hold a valid Montana Educator License as long as they are directly supervised by someone who does.
- Employ persons that are of good moral and professional character to provide services to students.
- Sign and follow the attached Code of Ethics policy.

## ELIGIBLE SERVICE PROVIDERS

The term “Provider” is defined as a nonprofit entity, a for-profit entity or a school district. Entities eligible to apply to provide supplemental services may include, but are not limited to:

- Community agencies
- Private schools and colleges
- Groups of teachers or former teachers who have incorporated for this purpose
- Child care centers
- Public schools or districts (unless identified for improvement under ESEA Title I, Part A or a waiver has been granted)
- Libraries
- Community colleges
- Private companies
- Online schools or tutoring services
- Family literacy programs
- Faith-based organizations
- Montana University System units
- Montana tribal colleges
- Montana tribal education departments
- Curriculum Consortia
- Special Education Cooperatives
- Other educational organizations or associations

## RESPONSIBILITIES OF THE APPROVED PROVIDER

Entities included on the Approved Supplemental Services Providers list are required to do the following:

- Ensure that the instruction provided is aligned with Montana student academic achievement standards and in the case of a student with disabilities, is consistent with the student's Individualized Education Program under Section 614(d) of the Individuals with Disabilities Education Act.

Provide parents of children receiving supplemental educational services and the appropriate school with information on the progress of the children in increasing achievement, in a format and, to the extent practicable, in a language that the parents can understand.

- Enter into an agreement with the local school district that includes:
  - A statement of specific achievement goals for each student based upon the child's specific educational needs.
  - A description of how the student's progress will be measured.
  - A timetable for improving achievement that, in the case of a student with disabilities, is consistent with the student's Individualized Education Program.
  - The amount of instructional time to be provided.
  - The location where services will be provided.
  - The means of transporting children to the place of instruction, if the services will be provided in a location other than the student's school (cost, if any, must be factored into price to be charged).
  - A description of how the student's parents, teacher(s) and school district will be regularly informed of the student's progress.
  - Provisions with respect to the making of payments to the provider by the school district.
  - An assurance from the provider that the identity of any student eligible for, or receiving supplemental educational services, will not be disclosed without the written permission of the parents of the student.
  - A description of the research-based program to be utilized with specific references.
  - The qualifications and Montana Educator License information (folio number) of staff responsible for the direct supervision of the instructional program.
  - Provider agrees to comply with all local and state laws, rules and regulations.

## RESPONSIBILITIES OF THE SCHOOL DISTRICT

Qualifying school districts (those whose students are eligible for services) are required to:

- Identify eligible students (lowest achieving, low-income students).
- Notify parents annually (in an understandable and uniform format and, to the extent practicable, in a language the parents can understand) of:
  - The availability of supplemental services;
  - The approved providers whose services are available within the school district or whose services are reasonably available in neighboring school districts; and
  - A brief description of the services, qualifications and demonstrated effectiveness of each approved provider to assist the parent in selecting a provider.
- Contact providers selected by the parents and enter into a contractual agreement on behalf of the student.
- Monitor the "Responsibilities of the Approved Provider" listed above.

Districts are not required to provide transportation to those services offered away from the school location. Districts are not required to purchase special equipment, but they are encouraged to allow providers use of school facilities and equipment on the same basis other groups are allowed use.

## FUNDING

The school district is only required to spend its per-pupil allocation or the actual cost of the supplemental services, whichever is less, up to an amount that equals five percent of its ESEA Title I, Part A allocation. However, the district must spend an additional five percent on public school choice and an additional 10 percent on either, for 20 percent unless a lesser amount is needed. The final ESEA Title I, Part A allocation for school districts is available at <http://www.opi.mt.gov> (under Federal Programs, Annual Consolidated Application, and Allocations for Federal Programs). To determine the per pupil amount, the allocation is divided by the district's U.S. Census poverty count, not the Free/Reduced Lunch Count. The U.S. Census poverty counts will also be posted on the OPI Web site under ESEA Title I, Part A.

## DURATION AND MONITORING

The OPI, in cooperation with the applicable school districts, is required to monitor the quality and effectiveness of the services offered by approved providers and to withdraw approval from providers that fail for two years, to contribute to increasing the academic proficiency of students to whom they provide services or that fail to meet any of the other eligibility requirements or assurances. The OPI monitoring will be conducted through contact with local school districts to ascertain an evaluation and demonstration of the effectiveness of providers. A violation of any of the above-referenced provider responsibilities constitutes grounds for immediate removal from the state approved list.

A district must continue to offer supplemental services until the school(s) in question is no longer on school improvement according to requirements of the NCLB.

## REPORTING

In May of each school year, the provider is expected to submit to the school a final written report that summarizes the progress of all students provided with supplemental services. The school will submit this report to the OPI for review. This information will be used to help determine if a provider will remain on the state approved list.

## REMOVAL FROM PROVIDER LIST

Once approved, a provider may be removed for any of the following reasons: failing to deliver services as indicated in their application; failing to uphold contractual obligations with a district; failing to meet all applicable federal, state and local health, safety, and civil rights laws; failing to meet the agreed upon assurances included in this application; false or misleading advertising; bulk, unsolicited letters or emails; or failing for two consecutive years to increase the academic proficiency of students served as determined by state monitoring and evaluation process.

Approved Providers who have not served any students for three or more consecutive years will also be dropped from the Approved Provider List. Providers removed for this reason may reapply during the open application window.

## APPLICATION PROCESS AND TIMELINE

Proposals may be submitted to the Montana Office of Public Instruction from May 1, to May 31, 2013. Applications received after 5:00 p.m. on May 31, 2013, will not be accepted. Mail or deliver five copies of the application to:

Montana Office of Public Instruction  
Attention: Shawna Pieske  
PO Box 202501  
Helena, MT 59620-250

**NO FAXED SUBMISSIONS WILL BE ACCEPTED.**

Approvals will be determined and announced no later than July 31, of each year. The list of approved providers will be updated and posted on the OPI Web site. Applicants that do not meet the qualifications will be notified. Upon request, the reasons for denial will be provided to the applicant, and the applicant may reapply.

## REQUIRED FORMAT

Please use the application form attached to the announcement. Please provide the information in the order indicated on the application form and instructions. In addition:

- Use no smaller than 12-point type.
- Use document footer with entity name and page numbers.
- Limit the number of pages in the narrative to 10 pages.
- Allowable attachments are limited to letters of reference and printed brochures describing the services provided. Proposal reviewers will not be required to read additional attachments. Attachments such as CD's, videotapes or other multimedia productions cannot be accommodated.

**A complete application packet includes:**

- ☐ Completed Application Form
- ☐ Program narrative
- ☐ Completed Services Summary Chart
- ☐ Signed Assurances and Signatures Form (Additional signed release statements if needed; see page 7.)
- ☐ Allowable attachments

## Montana Title I Program Supplemental Educational Services Application Form

Name of Entity \_\_\_\_\_

Name of Contact Person \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ ZIP Code \_\_\_\_\_

E-Mail \_\_\_\_\_

Telephone \_\_\_\_\_

Proposed Location of Services (if different from above):

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ ZIP Code \_\_\_\_\_

**Note: This section must be completed.**

Geographic limitation. Our organization can provide services to:

All school districts in Montana ☐ Yes ☐ No

To only the following areas. (Please list the potential school districts you will plan to serve from the list of eligible schools/districts provided with this application package.)

---

---

---

☐ For Profit Company ☐ Nonprofit Organization ☐ Incorporated Groups of Teachers/Formers Teachers

☐ Public School District\* ☐ Public School\* ☐ Private Institution of Higher Education

☐ Faith-based Organization ☐ Public Institution of Higher Education ☐ Other \_\_\_\_\_

\*A public school district or public school identified for improvement may not be a provider unless a waiver has been granted.

**Please address the following criteria in a narrative of no more than 10 pages total.**

1. Describe the program that will be offered. Base services on a period from the beginning of a school year through the next August.
2. Indicate how the content is aligned with Montana academic content standards.
3. Indicate who will be teaching in the program, their qualifications and certification, and the ongoing support they will receive. Supervision by a person with a valid Montana Educator License is required.
4. Describe the research that demonstrates that this is an effective method to increase student achievement.
5. Provide evidence of the program's effectiveness. If available, include data that supports student academic progress.
6. Define how the program will be monitored for effectiveness.
7. Explain how the progress of students receiving supplemental educational services will be measured and which assessments will be used.
8. Describe how the school and parents will be notified of the student's progress (in their native language, if necessary).
9. Indicate the pricing structure (per student, per week or month) for providing supplemental services. Base total pricing on the same time given in question 1.
10. Provide evidence/documentation that demonstrates the applicant is financially sound.



# Montana Supplemental Educational Services Summary

(Please limit responses to one-word or short phrases. This information will be used in the compilation of a statewide master chart for parents and local school districts.)

Name	
City and State	
Proposed location of Service delivery	
If service delivery is not at the student's school, is transportation provided and, if yes, is there a separate fee? (Note: Districts are not required to provide or pay for transportation.)	
Service period start and end date for any school year (including summer, if applicable).	
Type of certification of instructors	
Individual or small group (maximum number in small group)	
Length of each tutoring session	
Number of sessions per week	
Cost per session	
Grade levels served	
Tutoring available in Reading and/or Math	
Title of curriculum utilized	
Research evidence of effectiveness	
Specifics of reporting to parents and school (format, frequency, method and communication)	
Description of services available to diverse populations (i.e., special needs, specific languages)	
Other Information:	

## Assurances and Signatures Form

**NOTE:** This form must be completed in its entirety and signed by the applicant (if an individual) or authorized representative responsible for any applicant entity such as an organization.

In submitting this application to be included in the Montana approved Providers of Supplemental Educational Services list, I certify that:

1. This organization meets all application federal, state and local health, safety, and Civil Rights laws.
2. All instruction and content are secular, neutral, and nonideological.
3. All qualified children whose parents request services from the organization will be served equally, without restriction.
4. The organization will not disclose to the public the identity of any student eligible for or receiving supplemental educational services without the written permission of the parent.
5. The organization is financially stable and will be able to complete services to the student and the school.
6. The organization will not apply additional admission criteria on eligible students.
7. All persons directly supervising services to students hold a valid Montana Educator's License.
8. All persons providing services to students are of good moral and professional character.
9. Has any person providing services to students ever:

**Yes\* No**

Had a:

- |                          |                          |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | A. Diploma or educator license denied, revoked or suspended?   |
| <input type="checkbox"/> | <input type="checkbox"/> | B. Surrendered an educator license?  |
| <input type="checkbox"/> | <input type="checkbox"/> | C. Been found guilty of or plead "no contest" (or similar plea) or any legal action or proceeding, other than a minor traffic offense? (A "minor traffic offense" includes speeding, but does not include DUI or DWI.) |
| <input type="checkbox"/> | <input type="checkbox"/> | D. Been dismissed from any teaching, administrative or specialist position for reason of poor conduct or failure to discharge adequately services as a teacher, administrator or specialist?                           |
| <input type="checkbox"/> | <input type="checkbox"/> | E. Been dismissed from any teaching, administrative or specialist position for refusal to obey the laws regulating the duties of persons working in public schools?  |

If the answer to any of the above questions is "Yes," attach a separate signed and dated statement from the individual person to whom the "yes" applies, giving the details of the circumstances. If C is answered "Yes," include the court name and address, the case name and number, if available. If this information has been provided to the OPI with a previous application for certification, have the person indicate that this should be on file with existing OPI records. Copy the Release of Information section below for any person for whom this additional information is submitted, have them sign, and submit with the information described above.

## Release of Information:

As part of my application to become a Supplemental Educational Services Provider in Montana, I hereby expressly and voluntarily authorize release of any and all information of a confidential and privileged nature, Including confidential criminal justice information as defined in Montana Code Annotated §44-5-103(3) to the Montana Office of Public Instruction (OPI) and its agents. In recognition that such information may be necessary for background investigations conducted by the OPI, I release the OPI and any organization, company, institution, or person furnishing information to the OPI, as expressly authorized above, from any liability for damage, which may result from any dissemination of the information requested. My signature below confirms this consent.

Printed or Typed Name	Signature

# **MONTANA OFFICE OF PUBLIC INSTRUCTION SUPPLEMENTAL EDUCATIONAL SERVICES (SES) PROVIDERS' CODE OF ETHICS**

---

The Montana Office of Public Instruction's (OPI) SES Providers' Code of Ethics was adapted, with permission, from the *Code of Professional Conduct and Business Ethics for Supplemental Educational Services Providers*, developed by the Education Industry Association and adopted December 20, 2012.

## **General Guidelines**

In addition to requirements imposed by law, in the conduct of business and discharge of responsibilities, approved SES providers for the State of Montana shall commit to:

1. Conduct community outreach and student recruitment and to serve students fully consistent with the terms of their state-approved application and all state and local policies;
2. Conduct business honestly, openly, fairly and with integrity;
3. Comply with all applicable state and local laws, statutes, regulations and ordinances;
4. Avoid known conflict of interest situations;
5. Never offer or accept illegal payments for services rendered;
6. Apply these guidelines and standards throughout the company by ensuring all employees understand them and act accordingly;
7. Refrain from publicly criticizing or disparaging other providers;
8. In the case of any conflict, first attempt resolution directly with each other; the parties involved may ask the OPI to help mediate potential disputes;
9. Comply with the confidentiality and non-disclosure provisions of all applicable federal, state and local laws, including those relating to student identity, records, reports, data, scores and other sensitive information;
10. Be factual and forthright in reporting and documenting attendance rates, effectiveness of the program, and in explaining the theoretical/empirical rationale behind major elements of its program, as well as the link between research and program design;
11. Take appropriate corrective action against provider employees who act in a manner detrimental to the letter or spirit of this code; and
12. Take immediate steps to correct any actions on its part that willfully or inadvertently violate the letter or spirit of this code.

## ***Recruiting and Marketing Guidance Specific to Montana SES Providers***

### **Approved Providers May:**

1. Meet with parents at school sponsored provider events such as a provider fair or parent information session at the school to which all providers have been invited.
2. Market services to parents and work with community and business partners to reach out to parents to provide information about SES.
3. Distribute multiple copies of brochures to the LEA designated point of contact or individual school who then will distribute those, along with brochures of all other providers, to parents of eligible students.
4. Offer simple promotional materials of negligible value, such as pencils, balloons, magnets, etc. during informational sessions.
- 5.

## MONTANA OFFICE OF PUBLIC INSTRUCTION SUPPLEMENTAL EDUCATIONAL SERVICES (SES) PROVIDERS' CODE OF ETHICS

---

6. Certain awards of nominal value (excluding monetary awards or anything readily convertible to cash) for the completion of documented, meaningful attendance benchmarks and/or the completion of assessment and/or program objectives may be given to students upon completion of the program. However, these incentives must not be advertised or promoted by any approved provider to students or parents during the recruitment and marketing of SES or prior to the start of SES. These rewards may be awarded only after the student has completed the program and not prior to that time.

### **Acceptable incentives are:**

- Educational in nature (i.e., books, educational software, crayons, highlighters, pencils, age-appropriate magazines, trips to museums, colleges and universities).
- Valued at \$50 or less per student, per year, exclusive of rewards that consist of materials and equipment used directly in the provision of services. Computers may be awarded to students at completion of the program only if the computer has been used by the student as an integral component of the student's tutoring services.

### **Non-Acceptable incentives are:**

- Any non-educational gifts;
  - Cash, checks, gift cards, gift certificates;
  - iPods, electronic game devices, etc.; or
  - Parties, dinners or other events to solicit student enrollment in SES programs.
6. Employ school district employees (except principals, assistant principals, or local school system SES coordinators) for instruction-related services or program coordination purposes as long as the person does not restrict the marketing or enrollment opportunities of other providers.

### **Approved Providers Shall Not:**

1. Offer a student or parent any form of incentive/award to solicit them to select the provider for SES.
2. Offer or advertise to parents or potential students any form of incentive/award to be given to students for completion of attendance or performance goals, prior to the student's actual enrollment in the program and prior to the start of SES.
3. Tamper with district enrollment forms. It is not acceptable for a provider to pre-populate forms with the provider name, to complete the forms on behalf of a student or parents, or to submit them to the district on behalf of students or parents.
4. Encourage students/parents to switch providers once enrolled with an SES provider.
5. Charge the local education agency (LEA) for a portion of hours of services offered and indicate that the remaining hours of service are to be provided free of charge.
6. Compensate school district employees personally in exchange for access to facilities, to obtain student lists, to collect applications or obtain other similar benefits for their SES program.
7. Disrupt regular school operations or administration. Providers may not visit schools and ask to meet with principals or SES coordinators without making an appointment beforehand.
8. Interfere with a regular school day program by trying to talk with teachers, meet with teachers or email teachers about issues regarding their involvement with your programs.

## MONTANA OFFICE OF PUBLIC INSTRUCTION SUPPLEMENTAL EDUCATIONAL SERVICES (SES) PROVIDERS' CODE OF ETHICS

---

9. Ask schools to provide working space for SES programs during regular school hours.
  - a. Providers should not be present in the school during the normal school day.
10. Visit or call parents/students at home in an effort to recruit them to sign up for a specific program. This invades their privacy.
11. Solicit parents and students outside of the school building when parents are dropping off or picking up their children in an effort to recruit them to sign up for a specific program. This invades their privacy.
12. Misinform parents of their SES options or that a student can finish one program and then sign up for another one.
13. Treat school administrators or staff disrespectfully or misinform them of their rights.
14. Advertise unfair or misleading information about your services or that of another vendor.
  - a. Advertising includes any written or oral communication.
15. Ask students enrolled in the provider's program to recruit other students for the program.
16. Solicit business on school premises except during scheduled SES meetings, fairs, conferences and other events to which providers have been invited to attend.
17. Comply with all local and state laws, rules, and regulations.
- 18.

I have read and understand the OPI Supplemental Educational Services Providers' Code of Ethics. I further understand that failure to comply with these standards could result in sanctions including, but not limited to, removal from the State Approved Provider List.

Print Name of SES Provider

Print SES Provider Representative Name

Signature of SES Provider Representative

Date

# MONTANA OFFICE OF PUBLIC INSTRUCTION SUPPLEMENTAL EDUCATIONAL SERVICES SCORING RUBRIC

<b>Proposal No.</b>	
<b>Reviewer</b>	

**Overall Scoring \_\_\_\_/16**  
**(Must score at least 13)**

## APPLICATION NARRATIVE

### Element I — Program

**4 points**

Describe the program that will be offered. Be sure to include the following specifics:

- Location of service delivery
- Length of each tutoring session (i.e., every day, biweekly, summer)
- Total contact hours to be provided during the school year
- Grade levels served
- Special groups served, if applicable
- Discuss the transportation arrangements, if applicable

Indicate how the content of the program will be aligned with the state academic standards.

Poor (1)	Limited (2)	Satisfactory (3)	Superior (4)
<ul style="list-style-type: none"> <li>• Fails to provide an adequate description of the program.</li> <li>• Fails to demonstrate how the provider's services are consistent with state academic standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides a limited description of the program.</li> <li>• Demonstrates, in general terms, how the provider's services are consistent with state academic standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Adequately addresses the areas listed above in the program description.</li> <li>• Includes adequate information regarding the alignment of the supplemental services offered and state academic standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly details the instructional program offered by the provider. Fully addresses each of the areas listed above.</li> <li>• Includes strong evidence that the program offered is consistent with state academic standards.</li> </ul>

**Total points for elements \_\_\_\_/4**

**Comments:**

**Element II — Research Base and Program Effectiveness****4 points**

1. Describe the research that demonstrates that this is an effective method to increase student achievement.
2. Provide evidence of the program's effectiveness. If available, include data that supports student academic progress.

<b>Poor (1)</b>	<b>Limited (2)</b>	<b>Satisfactory (3)</b>	<b>Superior (4)</b>
<ul style="list-style-type: none"><li>• Fails to describe the research that supports the effectiveness of the program.</li><li>• Fails to include adequate evidence that the program has a record of effectiveness.</li></ul>	<ul style="list-style-type: none"><li>• Provides a limited description of the research that supports the effectiveness of the program.</li><li>• Demonstrates, in general terms, the evidence that the program has a record of effectiveness.</li></ul>	<ul style="list-style-type: none"><li>• Shows adequate evidence of the research that supports the effectiveness of the program.</li><li>• Shows adequate evidence that the program has a record of effectiveness.</li></ul>	<ul style="list-style-type: none"><li>• Cites strong, exemplary research that fully supports that this method is effective.</li><li>• Provides strong, exemplary evidence that the program has a record of effectiveness.</li></ul>

**Total points for elements \_\_\_\_\_/4****Comments:**



1. Define how the program will be monitored for effectiveness.
2. Explain how the progress of students receiving supplemental educational services will be measured and which assessments will be used.
3. Describe how the school and parents will be notified of the student's progress (in their native language, if necessary).

Poor (1)	Limited (2)	Satisfactory (3)	Superior (4)
<ul style="list-style-type: none"><li>• Fails to describe how the program will be evaluated.</li><li>• Does not address monitoring progress of each student receiving tutorial assistance.</li><li>• Does not explain how parents and schools will be informed of a student's progress.</li></ul>	<ul style="list-style-type: none"><li>• Provides a limited description of how the program will be evaluated.</li><li>• Demonstrates, in general terms, how the progress of each student receiving assistance will be monitored.</li><li>• Briefly explains how the progress of each student receiving assistance will be monitored.</li></ul>	<ul style="list-style-type: none"><li>• Provides a sufficient description of how the program will be evaluated.</li><li>• Shows limited methods for monitoring progress of each student receiving tutorial assistance.</li><li>• Provides adequate explanation as to how parents and schools will be informed of a student's progress.</li></ul>	<ul style="list-style-type: none"><li>• Clearly explains how the program will be consistently monitored for effectiveness.</li><li>• Clearly details how student progress will be monitored through assessments.</li><li>• Describes exemplary plan to thoroughly inform parents and schools of the student's progress.</li></ul>

**Total points for elements \_\_\_\_\_/4****Comments:**

**Element IV — Pricing for Supplemental Educational Services****4 points**

1. Indicate the pricing structure for providing supplemental services.

<b>Poor (1)</b>	<b>Limited (2)</b>	<b>Satisfactory (3)</b>	<b>Superior (4)</b>
The explanation of pricing fails to give the reader an understanding of the cost of services.	The explanation of the pricing provides a limited understanding of the cost of services.	The explanation of pricing provides an acceptable understanding of the cost of services.	The explanation of pricing clearly explains the cost for services.

**Total points for elements \_\_\_\_\_/4****Comments:**